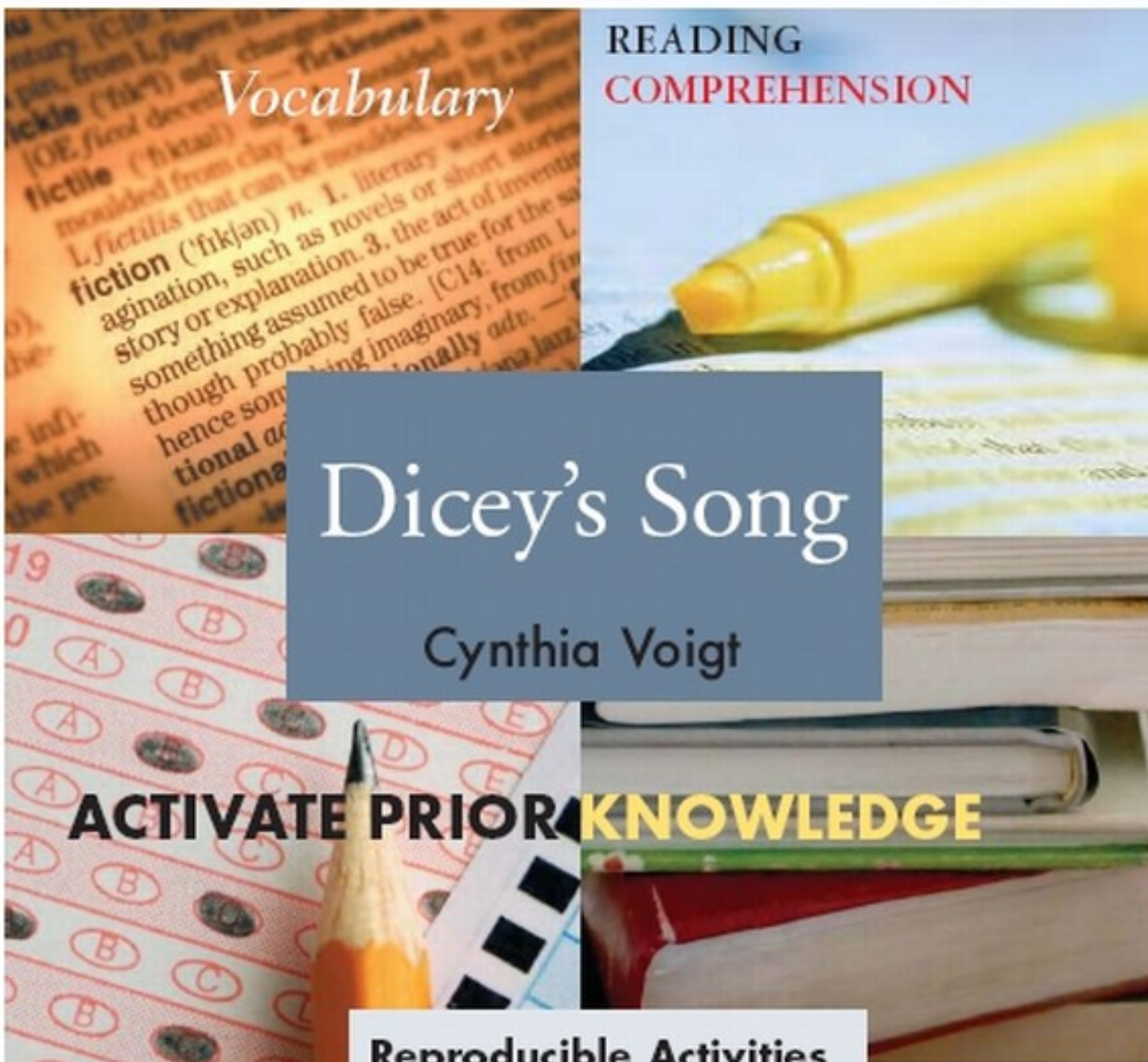


VISIT...

LANZAROTE
Caliente.COM

Focus ON READING



Vocabulary

READING
COMPREHENSION

Dicey's Song

Cynthia Voigt

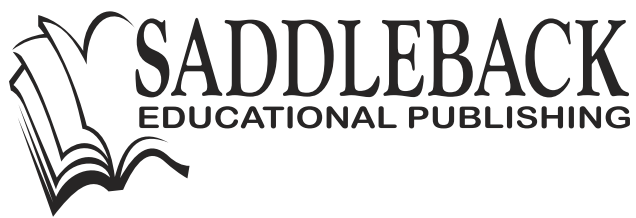
ACTIVATE PRIOR KNOWLEDGE

Reproducible Activities

Focus **ON READING**

*Dicey's
Song*

JOSH BRACKETT



Three Watson
Irvine, CA 92618-2767
Web site: www.sdlback.com

Copyright © 2006 by Saddleback Educational Publishing. All rights reserved. No part of this book may be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the written permission of the publisher, with the exception below.

Pages labeled with the statement Saddleback Educational Publishing © 2006 are intended for reproduction. Saddleback Educational Publishing grants to individual purchasers of this book the right to make sufficient copies of reproducible pages for use by all students of a single teacher. This permission is limited to a single teacher and does not apply to entire schools or school systems.

ISBN-1-59905-107-9
Printed in the United States of America
10 09 08 07 06 9 8 7 6 5 4 3 2 1

Contents

Introduction/Classroom Management iv

Focus on the Book vi

Focus Your Knowledge 1

I. CHAPTER 1

Focus Your Reading 2–3

Build Your Vocabulary 4

Check Your Understanding:
Multiple Choice 5

Check Your Understanding:
Short Answer 6

Deepen Your Understanding 7

IV. CHAPTERS 6–7

Focus Your Reading 20–21

Build Your Vocabulary 22

Check Your Understanding:
Multiple Choice 23

Check Your Understanding:
Short Answer 24

Deepen Your Understanding 25

II. CHAPTERS 2–3

Focus Your Reading 8–9

Build Your Vocabulary 10

Check Your Understanding:
Multiple Choice 11

Check Your Understanding:
Short Answer 12

Deepen Your Understanding 13

V. CHAPTERS 8–9

Focus Your Reading 26–27

Build Your Vocabulary 28

Check Your Understanding:
Multiple Choice 29

Check Your Understanding:
Short Answer 30

Deepen Your Understanding 31

III. CHAPTERS 4–5

Focus Your Reading 14–15

Build Your Vocabulary 16

Check Your Understanding:
Multiple Choice 17

Check Your Understanding:
Short Answer 18

Deepen Your Understanding 19

VI. CHAPTERS 10–12

Focus Your Reading 32–33

Build Your Vocabulary 34

Check Your Understanding:
Multiple Choice 35

Check Your Understanding:
Short Answer 36

Deepen Your Understanding 37

End-of-Book Test 38

Answer Key 40

Introduction/Classroom Management

WELCOME TO *FOCUS ON READING*

Focus on Reading literature study guides are designed to help all students comprehend and analyze their reading. Many teachers have grappled with the question of how to make quality literature accessible to all students. Students who are already avid readers of quality literature are motivated to read and are familiar with prereading and reading strategies. However, struggling readers frequently lack basic reading skills and are not equipped with the prior knowledge and reading strategies to thoroughly engage in the classroom literature experience.

Focus on Reading is designed to make teachers' and students' lives easier! How? By providing materials that allow all students to take part in reading quality literature. Each *Focus on Reading* study guide contains activities that focus on vocabulary and comprehension skills that students need to get the most from their reading. In addition, each section within the guide contains a before-reading **Focus Your Reading** page containing tools to ensure success: **Vocabulary Words to Know**, **Things to Know**, and **Questions to Think About**. These study aids will help students who may not have the prior knowledge they need to truly comprehend the reading.

USING *FOCUS ON READING*

Focus on Reading is designed to make it easy for you to meet the individual needs of students who require additional reading skills support. Each *Focus on Reading* study guide contains teacher and student support materials, reproducible student activity sheets, an end-of-book test, and an answer key.

- **Focus on the Book**, a convenient reference page for the teacher, provides a brief overview of the entire book including a synopsis, information about the setting, author data, and historical background.
- **Focus Your Knowledge**, a reference page for students, is a whole-book, prereading activity designed to activate prior knowledge and immerse students in the topic.

The study guide divides the novel into 6 manageable sections to make it easy to plan classroom time. Five activities are devoted to each section of the novel.

Before Reading

- **Focus Your Reading** consists of 3 prereading sections:

Vocabulary Words to Know lists and defines 10 vocabulary words students will encounter in their reading. Students will not have to interrupt their reading to look up, ask for, or spend a lot of time figuring out the meaning of unfamiliar words. These words are later studied in-depth within the lesson.

Things to Know identifies terms or concepts that are integral to the reading but that may not be familiar to today's students. This section is intended to "level the playing field" for those students who may not have much prior knowledge about the time period, culture, or theme of the book. It also gets students involved with the book, increasing interest before they begin reading.

Questions to Think About helps students focus on the main ideas and important details they should be looking for as they read. This activity helps give students a *purpose* for reading. The goal of these guiding questions is to build knowledge, confidence, and comfort with the topics in the reading.

During Reading

- **Build Your Vocabulary** presents the 10 unit focus words in the exact context of the book. Students are then asked to write their own definitions and sentences for the words.
- **Check Your Understanding: Multiple Choice** offers 10 multiple-choice, literal comprehension questions for each section.
- **Check Your Understanding: Short Answer** contains 10 short-answer questions based on the reading.

After Reading

- **Deepen Your Understanding** is a writing activity that extends appreciation and analysis of the book. This activity focuses on critical-thinking skills and literary analysis.
- **End-of-Book Test** contains 20 multiple-choice items covering the book. These items ask questions that require students to synthesize the information in the book and make inferences in their answers.

CLASSROOM MANAGEMENT

Focus on Reading is very flexible. It can be used by the whole class, by small groups, or by individuals. Each study guide divides the novel into 6 manageable units of study.

This literature comprehension program is simple to use. Just photocopy the lessons and distribute them at the appropriate time as students read the novel.

You may want to reproduce and discuss the **Focus Your Knowledge** page before distributing the paperbacks. This page develops and activates prior knowledge to ensure that students have a grounding in the book before beginning reading. After reading this whole-book prereading page, students are ready to dive into the book.

The **Focus Your Reading** prereading activities are the keystone of this program. They prepare students for what they are going to read, providing focus for the complex task of reading. These pages should be distributed before students actually begin reading the corresponding section of the novel. There are no questions to be answered on these pages; these are for reference and support during reading. Students may choose to take notes on these pages as they read. This will also give students a study tool for review before the **End-of-Book Test**.

The **Focus Your Reading** pages also provide an excellent bridge to home. Parents, mentors, tutors, or

other involved adults can review vocabulary words with students, offer their own insights about the historical and cultural background outlined, and become familiar with the ideas students will be reading about. This can help families talk to students in a meaningful way about their reading, and it gives the adults something concrete to ask about to be sure that students are reading and understanding.

The **Build Your Vocabulary** and **Check Your Understanding: Multiple Choice** and **Short Answer** activities should be distributed when students begin reading the corresponding section of the novel. These literature guide pages are intended to help students comprehend and retain what they read; they should be available for students to refer to at any time during the reading.

Deepen Your Understanding is an optional extension activity that goes beyond literal questions about the book, asking students for their own ideas and opinions—and the reasons behind them. These postreading activities generally focus on literary analysis.

As reflected in its title, the **End-of-Book Test** is a postreading comprehension test to be completed after the entire novel has been read.

For your convenience, a clear **Answer Key** simplifies the scoring process.

Focus on the Book

Synopsis

Dicey's Song is the second book of Cynthia Voigt's series about the Tillerman family. Dicey Tillerman, having heroically led her younger siblings, James, Maybeth, and Sammy, out of homelessness to the home of their grandmother, Abigail Tillerman, must now face the challenges of a more-or-less normal life in a poor farmhouse in Crisfield, Maryland: school, chores, rural life, making friends, growing up, and bringing closure to her relationship with her absent mother, who is mentally and physically ill.

Although James does well in school, the other children face challenges of their own. Maybeth seems to be learning disabled, although she has exceptional ability in music. Sammy has a history of behavioral problems.

Other characters include Mr. Lingerle, the fat and lonely music teacher, who takes a special interest in Maybeth; Jeff, who attracts Dicey with his guitar playing and singing but whose attentions she hesitates to accept; Millie, the proprietor of the grocery store where Dicey works after school; and Mina, Dicey's schoolmate who reaches out to her in friendship across racial lines.

About the Author

Cynthia Voigt, who has written many books for middle-school-aged children, was born in Boston, grew up in Connecticut, and lived and taught high school English in Maryland. Now she lives on an island off the coast of Maine.

Voigt says about her own work, "I don't consider myself a good storyteller, and I have no burning stories to tell. I have no solutions to the problems of the world. I think there are solutions for individual people and individual circumstances. My writing is my way of saying, 'Have you looked at it this way?' I do it. I enjoy it. It's a razzle-dazzle kind of fun to have."

She says that Dicey Tillerman is the child that she would have liked to have been and Gram is the lady that she would like to become.

Voigt's first novel in the Tillerman family series, *Homecoming*, was nominated for an American Book Award in 1982. *Dicey's Song* won the 1983 Newbery Award.

Other books in the Tillerman family series include *A Solitary Blue*, *The Runner*, *Sons from Afar*, and *Seventeen Against the Dealer*.

Background of the Story

Homecoming, the first book in Cynthia Voigt's Tillerman series, begins in a small town in northeastern Connecticut when Liza Tillerman tells her four children to stay in the car while she goes into a shopping mall. She tells the three young children to listen to Dicey, the oldest. Liza never comes back.

Dicey realizes that if they stay in the car in the parking lot, they will be found by the police and placed in foster homes. She leads them away on foot, with only a few dollars, a bag of peanut butter sandwiches, and a map.

Together, the children walk and hitchhike to Bridgeport, a city in southwestern Connecticut, sleeping in abandoned houses and state parks and eating stale doughnuts, fruit, and milk. Bridgeport is where they hope to find Aunt Cilla, an elderly aunt who used to send an annual Christmas card. When they get there, they find that Aunt Cilla is dead. They are taken in by Cousin Eunice.

Eunice, however, wants to split up the family. To avoid that, they set out for Crisfield, Maryland, to the home of their mother's mother, Abigail Tillerman, whom they have never met. With the help of Will Hawkins, the owner of a small circus, they arrive and are accepted, if somewhat coldly at first.

Focus Your Knowledge

- Locate the following places on a map of the United States: Provincetown, Massachusetts; Bridgeport, Connecticut; Crisfield, Maryland; Salisbury, Maryland; Baltimore, Maryland; Boston, Massachusetts. About how far is it from Provincetown to Crisfield? This is how far the Tillermans traveled to get to their grandmother's house.
- Can you recall a time when your parent or guardian left you somewhere and did not come back to get you as soon as you expected? What thoughts and feelings did you have?
- Can you recall a time when you were responsible for the care of one or more younger children? What concerns did you have?
- Have you ever been the new kid at school? Or have you ever befriended a new classmate? What was that experience like?
- The children in this story live with their grandmother. How is living with a grandparent different from living with a parent?
- How do you define *family*? What makes a group of people a family? Is there more than one "picture" of what a family looks like?

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

crucial—vitally important; immediately necessary

fallow—with nothing growing; unplanted

barren—not capable of growing anything

grubby—dirty; grimy

hazel—light brown to strong yellowish brown

tote—to carry by hand; to haul

mottled—having colored spots or blotches

flattery—insincere praise

theory—a thought or belief based on facts

resolved—found an answer to; made clear or understandable

Things to Know

Here is some background information about this section of the book.

The Chesapeake Bay is an inlet of the Atlantic Ocean. It is in Virginia and Maryland and is about two hundred miles long.

A **marsh** is a grassy wetland ecosystem between land and a body of water, such as an ocean, a river, or a lake.

Gunwales are the upper edges of a ship's or boat's side; pronounced "gunnels."

Turpentine is a solvent and paint thinner.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. In Chapter 1 of *Dicey's Song*, what do you learn about each of the Tillerman children?
2. What do you learn about the children's lives before this story starts?
3. What do you learn about Gram?
4. How does Dicey feel about responsibility?
5. How does Dicey feel about growing up?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. "There were still things to worry about here, but nothing **crucial**."
crucial: _____
2. "Sammy was out back, on the other side of the old farmhouse, spading up **fallow** land to increase the size of the vegetable garden."
fallow: _____
3. "So except for the children's bicycles, the overgrown tracks that led off from the front of the house, through a stand of pines and between two long **barren** fields to the road, were unmarked."
barren: _____
4. "When she got around back, Sammy had taken the extra bag with his **grubby** arms."
grubby: _____
5. "Yet all the Tillermans had **hazel** eyes."
hazel: _____
6. "Millie might be lazy, she might just be too tired (and Dicey guessed if she had to **tote** that body around every day, all day long, she'd get tired too), or she might just not care."
tote: _____
7. "Dicey stared at the woman, at the heavy **mottled** flesh of her face."
mottled: _____
8. "'You're a good butcher,' Dicey said, trying a little **flattery**. 'Gram says so.'"
flattery: _____
9. "'You see,' Dicey spoke urgently, 'my **theory** is that your business will get better, and so instead of costing you money, I'd be making you money.'"
theory: _____
10. "Gram's expression **resolved** itself into amusement."
resolved: _____

I. CHAPTER 1

DURING READING

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. Who paints the barn?
 - a. Dicey
 - b. Gram
 - c. James
2. Who is behind in school?
 - a. James
 - b. Maybeth
 - c. Sammy
3. What worry was a constant for the Tillerman children until they arrived at Gram's?
 - a. getting enough food
 - b. finding shelter
 - c. their mother's illness
4. Where does Dicey want to work?
 - a. at a grocery store
 - b. at a toy store
 - c. at a boat shop
5. Who is sick and may not get better?
 - a. Gram
 - b. Maybeth
 - c. Momma (Liza Tillerman)
6. Who has musical talent?
 - a. James
 - b. Maybeth
 - c. Sammy
7. Who likes to read?
 - a. James
 - b. Maybeth
 - c. Sammy
8. Why does Dicey find it difficult to think in home ec class?
 - a. She has to actually do things in class.
 - b. She needs to learn to sew.
 - c. The teacher is always explaining things.
9. Who plays checkers with Gram?
 - a. James
 - b. Maybeth
 - c. Sammy
10. Where does Gram write the children's names?
 - a. in the family photo album
 - b. in the family Bible
 - c. on the census forms

Check Your Understanding

Short Answer

Write a short answer for each question.

1. How would you describe Gram's house?
2. Why does Gram consider adopting her grandchildren?
3. Why does Gram decide to apply for welfare?
4. How does Gram feel about going on welfare?
5. Why can't Dicey's mother take care of her children?
6. What fairy-tale ending does Dicey doubt will come true for the Tillermans?
7. What does the sailboat mean to Dicey?
8. How does Dicey feel about her developing body?
9. What is Dicey's argument for why Millie should hire her?
10. Why is Dicey surprised that Maybeth's music teacher has asked for a conference?

Deepen Your Understanding

Chapter 1 describes how the characters in the book spend an evening at home. How is what they do similar to or different from the way you and your family spend a typical evening at home? What feelings does the description of the Tillermans' evening bring up for you? Explain.

II. CHAPTERS 2–3

BEFORE READING

*Focus Your Reading**Vocabulary Words to Know*

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

precision—exactness; clarity

conflict—a problem; a struggle

intrusion—something thrust in without invitation, permission, or welcome

unkempt—disorderly; not neat

methodically—done in an orderly way; following a certain method

tedious—tiresome; boring

chastened—corrected; scolded

sulky—moodily silent

engrossed—having one's full attention taken by something

saunter—to walk in an idle or a leisurely manner; to stroll

Things to Know

Here is some background information about this section of the book.

Dicey's Song was published in 1982. At that time, many schools assigned students to practical arts courses on the basis of gender: boys took shop or mechanical drawing; girls took home economics.

Dicey enjoys **diagramming**. This term refers to diagramming sentences, or representing the parts of a sentence graphically in a series of connecting lines. In this process, different sentence parts are placed in specific places on a linear diagram. This can help students to see the relationship among the different words in a sentence. Diagramming sentences is quite precise: There is only one correct way to diagram any sentence, and every word is accounted for.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. What is Dicey's attitude toward school?

2. What kinds of classes and activities does Dicey enjoy? Why?

3. Do you think Dicey will make lots of friends? Why or why not?

4. What are Dicey's concerns for each of her siblings?

5. How does Dicey handle people who try to get close to her?

II. CHAPTERS 2–3

DURING READING

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “Dicey was sorry the diagramming was finished. She liked the **precision** of it.”
precision: _____
2. “‘If we define **conflict** as requiring two opposing forces, what might we look for?’ he asked the class.”
conflict: _____
3. “‘Between someone and himself,’ she said, not bothering to keep the anger at his **intrusion** out of her voice.”
intrusion: _____
4. “Dicey couldn’t mistake that high carriage of the chin, or the **unkempt** curly gray hair.”
unkempt: _____
5. “Often, as she **methodically** moved cans of soup off the shelf, washed down the bottom and sides and back, then replaced the cans, washing each one off with a damp sponge, Dicey heard someone come in and interrupt Millie at her work.”
methodically: _____
6. “From this **tedious** point of view, the twelve-foot boat didn’t look so little to Dicey.”
tedious: _____
7. “‘You know the lofts aren’t safe to play in.’ Sammy stepped out of the shadows behind an old stall. . . . He looked **chastened** and **sulky**.”
chastened: _____
sulky: _____
8. “When she felt someone standing beside her, she thought probably it was the teacher and didn’t look up, as if she was too **engrossed** to notice.”
engrossed: _____
9. “He’d call out to her, ‘Hey, Dicey.’ She would **saunter** over.”
saunter: _____

II. CHAPTERS 2–3

DURING READING

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. What does Dicey like about diagramming sentences?
 - a. the precision of it
 - b. the ease of it
 - c. how little writing is involved
2. Which assignment in English class interests Dicey?
 - a. a paper about Pilgrims
 - b. a character sketch showing conflict
 - c. a book report about theme
3. Who used to get in fights at school?
 - a. Maybeth
 - b. James
 - c. Sammy
4. Who is Dicey's lab partner in science class?
 - a. no one
 - b. Mina
 - c. Jeff
5. What does Mina say is different about her and Dicey?
 - a. They don't care about the other kids in class.
 - b. They are both loners.
 - c. They are smarter than the other kids in class.
6. Who takes a paper route?
 - a. Dicey and Mina
 - b. James and Sammy
 - c. Gram and Maybeth
7. What does the letter from Boston say about Dicey's mother?
 - a. that she has died
 - b. that there is no change in her condition
 - c. that she does not want to see her children
8. What does Dicey think about James's essay?
 - a. that it is very interesting
 - b. that it is boring
 - c. that it will win the prize
9. Why doesn't Dicey say much about herself?
 - a. Knowledge gives people power over her.
 - b. She thinks people will pity her.
 - c. She is afraid people will want to come over to Gram's.
10. Why does Gram at first refuse Mr. Lingerle's suggestion that Maybeth have more lessons?
 - a. She doesn't trust Mr. Lingerle.
 - b. She doesn't have enough money to pay for them.
 - c. She doesn't want to spoil Maybeth.

Check Your Understanding

Short Answer

Write a short answer for each question.

1. What is the unspoken seating arrangement in Dicey's classes?
2. Why doesn't Dicey want help with the boat?
3. What does Mr. Lingerle, the music teacher, think of Maybeth?
4. What were other people's opinions of Gram?
5. Why does Millie find it difficult to do the ordering?
6. Why does Mr. Lingerle want Maybeth to have two lessons each week?
7. Why doesn't Mr. Lingerle eat much the first time he has dinner with the Tillermans?
8. What do the family and Mr. Lingerle "celebrate"?
9. What have the children "done" to Gram by coming to be with her?
10. What convinces Gram to get a phone?

Deepen Your Understanding

After moving in with Gram, things began to change for the Tillerman children. At the end of Chapter 2, Dicey decides:

It felt pretty good to be able to do things without worrying about the little kids. And if Sammy was going to be Gram's favorite, and James was going to do everything right, and Maybeth was going to get caught up in school, so everybody could be proud of her, and with piano lessons too, why should Dicey mind?

Do you think Dicey minds or not? Explain.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

tendency—a want or need to go in a certain direction, as if pushed or pulled by some force

scraggly—irregular in form or growth

confer—to discuss; to share opinions or advice

confidentially—privately; secretly

assured—gave confidence to

dawdling—wasting time; moving slowly or lazily

lecture—to speak in front of an audience or class, especially for instruction

droned—talked in a persistently dull or monotonous tone

quizzically—expressing puzzlement, curiosity, or disbelief

foreboding—a prediction of coming evil

Things to Know

Here is some background information about this section of the book.

There are two basic methods of teaching people to read English: the phonics method and the look/say method. The phonics method stresses the fact that in written English, letters and combinations of letters stand for sounds. Learning the letter/sound associations meant learning to read. The look/say method stresses the fact that mature readers do not sound out words letter by letter; they recognize whole words. Besides, for historical reasons, many English words are not spelled the way they sound. Therefore, beginning readers should learn to recognize whole words. Many educators now believe that a combination of methods works best, but the merits of the two methods were debated, often angrily, by teachers and parents for much of the twentieth century.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. What does Gram find out when she goes to the teachers' conferences?

2. What do the children look for in the attic? Why?

3. How well does Gram know her grandchildren?

4. What is school like for Maybeth?

5. What does Mr. Lingerle find with the Tillermans?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “I’d forgotten that when you leave children alone they have a natural **tendency** to get into trouble.”
tendency: _____
2. “The bus entered the limits of the **scraggly** city.”
scraggly: _____
3. “We’ll **confer** with James when we get home . . .”
confer: _____
4. “I don’t know why they dress the way they do,” the saleslady said to Gram, leaning **confidentially** over in an adult-to-adult position.”
confidentially: _____
5. “I think he did,” James **assured** his grandmother.”
assured: _____
6. “Sammy worked like Dicey did, without hurrying, without **dawdling**.”
dawdling: _____
7. “Miss Eversleigh began to **lecture** about nutrition and food groups.”
lecture: _____
8. “Miss Eversleigh’s voice **droned** on.”
droned: _____
9. “He looked **quizzically** at her, as if there was something he wanted her to say, but when she didn’t he began to sing right away.”
quizzically: _____
10. “. . . she had the feeling he wasn’t going to do much to help Maybeth. . . . Her **foreboding** was correct.”
foreboding: _____

III. CHAPTERS 4–5

DURING READING

*Check Your Understanding**Multiple Choice*

Circle the letter of the best answer.

1. Why is Dicey nervous about leaving the other children alone?
 - a. She is afraid the others won't do their chores.
 - b. She is worried about giving James so much responsibility.
 - c. She is worried that Maybeth will be afraid.
2. Where do the others go while Gram and Dicey are at school?
 - a. the attic
 - b. Millie's store
 - c. Mr. Lingerle's house
3. What is everyone afraid of for Maybeth?
 - a. that she will be kept back a grade
 - b. that she will have to give up piano
 - c. that she is like Momma
4. Although he has great ideas, James is not great at
 - a. following through.
 - b. working hard.
 - c. paying attention.
5. What does Dicey like about transportation?
 - a. getting away from the little kids
 - b. going somewhere
 - c. driving fast
6. Who sits with the other children while Dicey and Gram go shopping?
 - a. Millie
 - b. Mr. Lingerle
 - c. Jeff
7. Why do Mina's friends tease her about befriending Dicey?
 - a. because Dicey is smart
 - b. because Dicey is poor
 - c. because Dicey is white
8. What event makes James very happy?
 - a. A friend invites him over.
 - b. He gets an A on his report.
 - c. He gets rid of his paper route.
9. Who takes over James's paper route?
 - a. Sammy
 - b. Dicey
 - c. Gram
10. What does Dicey realize about "holding on" to people?
 - a. It's fun.
 - b. It's time-consuming.
 - c. It's boring work.

Check Your Understanding

Short Answer

Write a short answer for each question.

1. How does Mr. Lingerle convince Gram to let him drive her and Dicey into town?
2. What does Gram learn about James's report? Why did he do this?
3. Besides jeans, what ready-made clothes does Gram buy for Dicey?
4. What is Sammy's "job"?
5. What do Sammy and Dicey have in common?
6. Why is Maybeth's teacher upset at her lack of progress?
7. What are the two ways of dealing with Maybeth's reading problem that Gram and Dicey have learned do not work?
8. Why does Dicey find it hard to accept that she is growing up?
9. What event pushes James to start helping Maybeth learn to read?
10. How does James plan to teach Maybeth?

Deepen Your Understanding

After Gram tells her about the teacher conferences, Dicey thinks about what Sammy must be feeling: “Dicey had a picture of Sammy putting on a mask every day, to wear all day long.” Do you think the other children wear masks, too? Does Dicey wear a mask? Does Gram? Explain your ideas.

IV. CHAPTERS 6–7

BEFORE READING

*Focus Your Reading**Vocabulary Words to Know*

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

muted—toned down; softened

ceremony—a formal process prescribed by custom

idly—lazily; without purpose

pert—flippantly cocky and assured

recommence—begin again

reminiscing—recalling to mind a long-forgotten experience

fluently—in an easy, flowing manner

anticipating—foreseeing and dealing with something in advance

deceitfulness—the tendency to deceive, lie, or cheat

mischief—trouble; annoyance

Things to Know

Here is some background information about this section of the book.

General George **Custer** was an American Army officer who lived from 1839 to 1876. He is best known for leading the Battle of the Little Bighorn against Sitting Bull, a mortal defeat for him and his men.

Plagiarism means stealing and claiming as one's own the ideas or words of someone else. Plagiarism is sometimes encountered in school, where students might copy an existing essay, for example. It is also encountered in the world of publishing. Some authors have, consciously or unconsciously, used whole sections of text from someone else's writing. Songwriters have had the same problem, sometimes with tunes rather than lyrics. Sometimes the story line of a book, play, or movie is very similar to an existing one.

One of the first books Maybeth reads is discussed. The book is *Green Eggs and Ham* by Dr. Seuss.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. What does Dicey decide is really important?

2. Who, besides her family, is important to Dicey?

3. What is Dicey's idea of fairness?

4. What does Dicey's essay capture about her mother?

5. Miss Eversleigh explains why she teaches home ec. What do you think of her reasons? What does Dicey think?

IV. CHAPTERS 6–7

DURING READING

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “This **muted** all the colors, except for the bare branches of the trees, which turned deep black against that sky.”
muted: _____
2. “This school made a real **ceremony** of report cards.”
ceremony: _____
3. “How would you pronounce that? Dicey wondered **idly** . . .”
idly: _____
4. “I guess we called her **pert** . . . She kept things hopping, wherever she was.”
pert: _____
5. “Millie stopped talking and didn’t **recommence**, although Dicey waited a good long while.”
recommence: _____
6. “Dicey tried to figure out a question to ask to get her **reminiscing** again.”
reminiscing: _____
7. ““They said in my book that learning to read with phrasing and **fluently**, that was a sure sign.””
fluently: _____
8. “Next Monday they were getting their English essays back. . . . She concentrated on that, **anticipating** what he would say about hers, feeling proud and glad.”
anticipating: _____
9. ““What I primarily resent is the **deceitfulness** of it, the cheap trickery, the lies,” Mr. Chappelle declared.”
deceitfulness: _____
10. “But behind the liquid darkness of Mina’s eyes, Dicey saw **mischief**. Mina knew she was right, and she was enjoying herself.”
mischief: _____

IV. CHAPTERS 6–7

DURING READING

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. What class does Dicey fail?
 - a. English
 - b. home ec
 - c. math
2. In what class does Dicey get a C+?
 - a. English
 - b. home ec
 - c. math
3. According to Millie, who knew Gram when she was young, when did Gram's life change?
 - a. after she became a mother
 - b. after she got married
 - c. after she stopped working
4. Why does James think his teaching method is working for Maybeth?
 - a. Maybeth can read her school textbook.
 - b. Maybeth can read poetry with ease and fluency.
 - c. Maybeth can do all the flashcards.
5. When Gram learns about Mr. Chappelle's accusation, what emotion does Gram feel?
 - a. pity
 - b. anger
 - c. sadness
6. Why does Sammy get detention?
 - a. for walking along the top of the swing set
 - b. for fighting
 - c. for kissing a girl in class
7. Who wants to raise chickens?
 - a. Dicey
 - b. James
 - c. Sammy
8. In the essay Mr. Chappelle reads, who is the laughing girl?
 - a. Dicey
 - b. Mina
 - c. Mina's friend
9. Who wrote the essay about the laughing girl?
 - a. Dicey
 - b. Mina
 - c. Mina's friend
10. Who does Dicey call on the phone?
 - a. Gram
 - b. Mina
 - c. Jeff

Check Your Understanding

Short Answer

Write a short answer for each question.

1. How does Maybeth know how to play the minuet?
2. What is different about having Gram rather than Momma sign the report cards?
3. Why is Dicey upset about Sammy's bet?
4. What kind of response does Dicey's essay get from her classmates?
5. According to Mina, why wouldn't Dicey cheat?
6. What is Millie's "wisdom"?
7. Why has Gram "taken on" Mr. Lingerle?
8. Why does Dicey call Mina?
9. What is Gram worried about in relation to Mina?
10. Who has reached out to Dicey?

Deepen Your Understanding

Dicey's Song has a lot to do with building and keeping relationships with other people. In this section, Dicey thinks about the people that matter to her: "The trouble with holding on was Dicey only had two hands. She felt like she was always off balance, trying to hold on to everyone."

What do you think this passage means? How does this affect Dicey's relationships with other people? What do you think of Dicey trying to "hold on to everyone"? Explain.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

sale date—the date by which an item must be sold

shelf life—the length of time an item may stay on a store shelf before it must be sold

grilled—questioned intensely

loitering—staying in a certain place for no obvious reason; hanging around

hulking—impressively large

rutted—grooved by wheels

laden—burdened; loaded

emanate—to send out from a source

gait—way of walking

charisma—magnetic personal charm or appeal

Things to Know

Here is some background information about this section of the book.

Marbles are small spheres made of stone, glass, or steel. In one version of the game of marbles, players each put some marbles in a circle drawn on the ground. Each player in turn shoots a marble at the marbles in the circle by flicking it with his or her thumb and index finger. If a player knocks another player's marble out of the circle, he or she gets to keep it.

Jacks is an eye-hand coordination game played with six six-pronged metal forms (jacks) about an inch in diameter and a ball. Players bounce the ball, pick up as many jacks as they can, and catch the ball, all with one hand.

During the period 1920–1933, it was against the law to sell or transport alcoholic beverages in the United States. It was illegal in many states and counties before that. People who smuggled and sold liquor in defiance of the law were known as **bootleggers**.

The Lone Ranger was a popular Western television show from 1949 to 1957 and a radio show before that. In a typical episode, the Lone Ranger and his companion, Tonto, would arrive somewhere on horseback, do a good deed, and leave, never to return. The people the Lone Ranger helped did not know his true identity.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. How does Dicey try to reach out to people? What are the results?
2. What does Mina mean to Dicey?
3. What do the Tillermans learn about their family history?
4. How is this year's Thanksgiving different from all the others?
5. How does Dicey feel about Jeff?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “She was checking the **sale dates** on the canned and boxed goods.”
sale date: _____
2. “Millie kept an eye on the dairy products and bread, but she forgot that other things also had limited **shelf life**.”
shelf life: _____
3. “Gram **grilled** Sammy when they got home, but learned nothing.”
grilled: _____
4. “Gram dropped the subject until they had finished dinner and were **loitering** around the table.”
loitering: _____
5. “‘So maybe you could be polite when somebody offers to save me six miles of toting your great **hulking** body around.’”
hulking: _____
6. “She and Sammy walked up the **rutted** driveway together.”
rutted: _____
7. “Mr. Lingerle lifted his face and halted his **laden** fork at mid-journey to his mouth.”
laden: _____
8. “Each of the many ounces of flesh that made up his body seemed to **emanate** comfort, contentment, good will.”
emanate: _____
9. “The arms on his sweater flapped and his **gait** was awkward, as if his knees might at any time give out.”
gait: _____
10. “‘Yeah, but I’ve got **charisma**,’ Mina argued.”
charisma: _____

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. Why is Sammy not allowed to ride the bus for a week?
 - a. He gets carsick.
 - b. Gram wants to take him to school.
 - c. He has been fighting on the bus.
2. What game fascinates Sammy?
 - a. jacks
 - b. poker
 - c. marbles
3. How does Dicey react when Jeff buys meat at Millie's?
 - a. She stares at him.
 - b. She spills dirty water on him.
 - c. She ignores him.
4. Who joins the Tillermans for Thanksgiving?
 - a. Jeff
 - b. Millie
 - c. Mr. Lingerle
5. What does Gram have that might be worth money?
 - a. a silver serving spoon
 - b. an antique chair
 - c. the sailboat
6. Where does Sammy want to go on Thanksgiving?
 - a. to Mr. Lingerle's house
 - b. to Millie's store
 - c. to his friend Ernie's house
7. What does Mina suggest Sammy's fights might be about?
 - a. being a teacher's pet
 - b. Gram
 - c. being poor
8. Who visits Dicey and startles her while she is working on the boat?
 - a. Jeff
 - b. Mina
 - c. Mr. Lingerle
9. What does Gram do at Sammy's school?
 - a. complains to the teacher
 - b. brings chocolate-chip cookies for a snack
 - c. beats everyone in a game of marbles
10. Where do Dicey and Gram go?
 - a. Boston
 - b. New York City
 - c. Las Vegas

Check Your Understanding

Short Answer

Write a short answer for each question.

1. According to Dicey, what is the problem with being happy? Why might she feel this way?
2. In her mind, how does Dicey describe Mr. Lingerle at the Thanksgiving table?
3. Why doesn't Gram allow Sammy to go to Ernie's house?
4. What does Gram celebrate with a tall apple pie and ice cream?
5. Why does Gram play marbles at Sammy's school and visit Mina's parents?
6. What reason does Dicey give for not going to the dance? What do you think of her answer?
7. Why does Gram slam around the kitchen and tell Dicey to pack?
8. Why is Mr. Lingerle grateful to stay with the children?
9. What conflicting feelings does Dicey have on the trip?
10. How does Dicey feel when she first sees her mother?

Deepen Your Understanding

Dacey and Mina have a conversation about choosing friends. Dacey asks her, “What do you think? Do you think we choose people by what’s important to us?” What do *you* think? What would be some important qualities to Dacey? Are these the same qualities that are important to you? Explain.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

aureole—a halo or crown of light

psychiatric—having to do with the branch of medicine that deals with mental, emotional, or behavioral disorders

forlornly—sadly; hopelessly

jostled—pushed and shoved

simpering—smiling in a silly manner

abruptly—suddenly; unexpectedly

catapult—a device for launching an airplane at flying speed (as from an aircraft carrier)

dispatched—sent off on business

fatigue—tiredness or exhaustion from labor, exertion, or stress

expedite—to speed up; to get something done quickly

Things to Know

Here is some background information about this section of the book.

Boston is the capital of Massachusetts. In the heart of New England, Boston experiences colder and harsher winters than Maryland. Boston is known as a center of learning, boasting such institutions as Harvard and the Massachusetts Institute of Technology. It is also well known for its excellent hospitals. Perhaps Dicey's mother is in one of these.

Cremation is one way of disposing of the body of a person who has died. In this process, the body is exposed to extremely high temperatures. All that is left are ashes. These ashes are often stored in a special **urn**. People sometimes choose to have their ashes scattered over a particular place.

“**The deceased**” is one way some people talk about the person who has died. An **undertaker** is a person whose job is dealing with the preparations for a funeral, including transporting the body to the funeral home to be cremated, or to be embalmed (preserved) and/or perhaps laid out to be viewed. This person also deals with funeral arrangements.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. What has Liza's life been like since her children last saw her?
2. Why does Gram take Dicey with her on this trip?
3. How do the Tillerman children each react to the news about their mother?
4. How have all the characters been reaching out?
5. How does Dicey fix her broken heart?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “Her head lay back on the pillow, surrounded by an **aureole** of honey-colored hair.”
aureole: _____
2. “She never *tried*. Never responded to any treatment, medical or **psychiatric**.”
psychiatric: _____
3. “Pieces of paper blew around on the sidewalk until they came to the edges of the buildings. There they nestled up **forlornly**.”
forlornly: _____
4. “People **jostled** past her, but she couldn’t be bothered to get out of their way.”
jostled: _____
5. “She thought Maybeth might like a fancy doll, but she couldn’t find one that didn’t have an empty, **simpering** face.”
simpering: _____
6. “They were always buying things they needed, Dicey thought angrily to herself, leaving the toy store **abruptly**.”
abruptly: _____
7. “In the toy store, there were planes you shot from **catapults** with elastics.”
catapult: _____
8. “I have already **dispatched** a vehicle to pick up the deceased.”
dispatched: _____
9. “Gram sat by Momma’s bed, her face gray with **fatigue**.”
fatigue: _____
10. “[Miss Preston] called. She thought you would like to **expedite** the cremation.”
expedite: _____

VI. CHAPTERS 10–12

DURING READING

*Check Your Understanding**Multiple Choice*

Circle the letter of the best answer to each question.

1. What is happening to Momma when Gram and Dicey come to visit?
 - a. She is recovering from an operation.
 - b. She is dying.
 - c. She is waiting to go to a nursing home.
2. What had Liza's brother John made for her when they were children?
 - a. a doll
 - b. a sailboat
 - c. a place of her own
3. How does Dicey answer the doctor's attempt to comfort her?
 - a. with silence
 - b. with curses
 - c. with tears
4. What does Gram send Dicey to do while Gram waits with Liza?
 - a. call Mr. Lingerle
 - b. have a meal
 - c. buy Christmas presents for the other kids
5. What is Dicey's main emotion when she leaves the hospital?
 - a. fear
 - b. sadness
 - c. anger
6. What does Dicey buy for Gram?
 - a. boots
 - b. gloves
 - c. a scarf
7. Why does Dicey reject the toy store chess set?
 - a. It is too flimsy.
 - b. It is too expensive.
 - c. It is too heavy.
8. What does Dicey choose for Sammy at the wood store?
 - a. a carved chicken
 - b. a marble
 - c. an airplane
9. What do Gram and Dicey have to let go of at the hospital?
 - a. their plans for Christmas
 - b. Liza/Momma
 - c. the Christmas gifts
10. Who helps Gram and Dicey make arrangements for Momma?
 - a. Dr. Epstein
 - b. Mr. Lingerle
 - c. Preston

Check Your Understanding

Short Answer

Write a short answer for each question.

1. Why had Liza needed a place of her own as a child?
2. Why do both Gram and Dicey talk to Liza?
3. What does the doctor say to try to comfort Dicey?
4. What decision do both Gram and Dicey reach independently about Momma?
5. After Momma dies, Dicey gives Gram the gloves she has bought. Why does she do this now?
6. How does Dicey's heart get back in one piece?
7. How does Gram say she felt while looking at the funeral home urns?
8. What does Gram have to let go of to accept the gift from the woodworker?
9. How does Gram pay the undertaker?
10. What do Gram and Dicey decide to use as a holder for Momma's ashes?

Deepen Your Understanding

The title of the book is *Dicey's Song*. Music plays an important role in the story: It is something Maybeth does well, it is something Dicey and Jeff enjoy, it is Mr. Lingerle's livelihood, and it is part of Dicey's memories of her mother.

Think about the events and theme of the book. A *theme* is an underlying message that is not directly stated. It is the "meaning" of the book.

After reviewing the story, write the words to a song titled "Dicey's Song" that captures a theme or themes of the book.

End-of-Book Test

Circle the letter of the best answer.

1. In terms of maturity and responsibility, compared to other girls of her age, Dicey is
 - a. above average.
 - b. average.
 - c. below average.
2. In terms of interest and skill in reading, compared to other boys of his age, James is
 - a. above average.
 - b. average.
 - c. below average.
3. In terms of musical talent, compared to other girls of her age, Maybeth is
 - a. above average.
 - b. average.
 - c. below average.
4. In terms of interest and skill in reading, compared to other adults, Millie Tydings is
 - a. above average.
 - b. average.
 - c. below average.
5. Dicey asks Millie for a job in her grocery store because she wants to
 - a. get money to buy things for herself.
 - b. get money for her family.
 - c. help Millie.
6. Dicey and her brothers and sister are living with Gram because
 - a. Gram invited them to come and visit.
 - b. their mother cannot take care of them.
 - c. they would rather live with Gram than with their mother.
7. In terms of physical maturity, compared to other girls of her age, Mina looks
 - a. older.
 - b. younger.
 - c. about average.
8. Many people in Crisfield think of Gram as
 - a. a bit strange, perhaps crazy.
 - b. a leading citizen.
 - c. an ordinary person.
9. The letters Gram receives from Boston are about
 - a. Aunt Cilla.
 - b. John Tillerman.
 - c. Liza Tillerman.
10. Dicey and Gram are worried that in school Sammy will
 - a. be bullied by other boys.
 - b. get behind in his work.
 - c. get in fights.

(continued)

End-of-Book Test (continued)

11. The member of the Tillerman family that Jeff is most interested in is
 - a. Dicey.
 - b. James.
 - c. Maybeth.
12. In terms of body weight, compared to other adults of his height, Mr. Lingerle is
 - a. heavier than average.
 - b. lighter than average.
 - c. about average.
13. During the course of the book, Dicey learns to
 - a. stop being so lazy and make better use of her time.
 - b. stop thinking about her friends so much and pay attention to her family more.
 - c. stop worrying about her family so much and make friends.
14. Except for the money the children earn themselves, the Tillerman children are supported mostly by
 - a. friends.
 - b. money from their mother.
 - c. welfare.
15. When Dicey isn't at school or at work or helping out her family, she spends as much time as she can
 - a. playing the guitar.
 - b. riding her bicycle.
 - c. working on the sailboat.
16. Mr. Chappelle gives Dicey a C+ in English because he thinks
 - a. her essay is poor.
 - b. her essay is plagiarized.
 - c. her work in English is poor in general.
17. Miss Eversleigh gives Dicey an F because
 - a. Dicey does not do the work.
 - b. Dicey does only the minimum and does not take the course seriously.
 - c. Mrs. Eversleigh is prejudiced against poor children.
18. The Lone Marble Ranger who comes to Sammy's school and plays marbles with Sammy and his friends is in reality
 - a. Dicey.
 - b. Gram.
 - c. Mina.
19. When Jeff asks Dicey to go to the dance, Dicey
 - a. accepts.
 - b. refuses because she doesn't like Jeff.
 - c. refuses because she feels that she is too young.
20. Gram's advice to Dicey is
 - a. let go, *don't* reach out, but hold on.
 - b. let go, reach out, *and* hold on.
 - c. let go, reach out, but *don't* hold on.

Answer Key

I. CHAPTER 1

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. a | 6. b |
| 2. b | 7. a |
| 3. a | 8. a |
| 4. a | 9. c |
| 5. c | 10. b |

Check Your Understanding: Short Answer

1. It is an old, rundown farmhouse with a barn.
2. There is no one else to take care of them.
3. She cannot support four children in addition to herself.
4. She doesn't like it, but she knows that it is necessary.
5. She is ill, physically and mentally.
6. that they will live happily ever after
7. It is "her lucky charm, her rabbit's foot, her pot of gold, it was the prize she'd set herself for leading them from nowhere to somewhere." The boat is something special just for Dicey.
8. She is not comfortable about developing breasts. She first tries to pretend it isn't happening, then she tries to hide it with loose, untucked shirts.
9. A cleaner store will bring in more business.
10. Music is one class that Maybeth does well in.

Deepen Your Understanding

Answers will vary.

II. CHAPTERS 2–3

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary

Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. a | 6. b |
| 2. b | 7. b |
| 3. c | 8. a |
| 4. b | 9. a |
| 5. c | 10. b |

Check Your Understanding: Short Answer

1. The town kids sit in front, the black kids sit all together, and the country kids sit at the back.
2. She wants it to be something special for herself. Also, she wants it done right, and she's not sure anyone else will be as careful as she is.
3. He thinks she is the most exciting student he has ever had and that she needs lessons.
4. They think that Gram isn't like other people. She is different, an oddball, or just plain crazy.
5. She cannot read well.
6. She is gifted, it gives him pleasure to teach her, and this is something she can be successful at.
7. He is nervous about being around new people.
8. They celebrate the first welfare check.
9. They have made her vulnerable. Worrying about them is part of loving them.
10. When Maybeth is late getting home, Gram has no way to reach anyone, and Mr. Lingerle can't reach Gram to tell her where they are.

Deepen Your Understanding

Answers will vary.

III. CHAPTERS 4–5

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. b | 6. b |
| 2. a | 7. c |
| 3. c | 8. a |
| 4. b | 9. a |
| 5. b | 10. b |

Check Your Understanding: Short Answer

1. He says that it is what a family friend would do.
2. She learns that he did not turn in the report that he read to the family; he had written a second one. He does not want to be too smart, because this stands in the way of making friends.
3. She buys some bras, a denim jumper, and a brown dress.
4. Sammy's job is to try to be good so that Gram won't worry.
5. They used to fight, they are hardworking, they are content to "make their own trouble."
6. The teacher thinks that hard work is all that is needed to succeed, and Maybeth is working hard.
7. One way is to ignore the problem, and the other is to try to make Maybeth learn by using more of the same, unsuccessful methods as the school.
8. She feels that she knew herself and that these changes are making her lose herself.
9. Maybeth's classmates laugh at her cruelly when she is asked to read aloud.
10. He will try the phonics method of sounding out words based on letter sounds.

Deepen Your Understanding

Answers will vary.

IV. CHAPTERS 6–7**Build Your Vocabulary**

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. b | 6. c |
| 2. a | 7. c |
| 3. b | 8. b |
| 4. b | 9. b |
| 5. b | 10. b |

Check Your Understanding: Short Answer

1. She just knows instinctively how it should sound.
2. Gram actually reads the report cards and asks about it. Momma could only sign her name.
3. It seems unfair to her.
4. It generates lots of discussion and questions. It is well liked.
5. She doesn't care enough about what the others think to bother cheating.
6. Millie always reaches out to people.
7. Gram is trying an experiment in reaching out to people.
8. She is reaching out to take Mina up on her offer of friendship.
9. She is worried about what Mina's family has heard about her and will think about her.
10. Answers may vary. Mina, Millie, and Jeff have all reached out to Dicey.

Deepen Your Understanding

Answers will vary.

V. CHAPTERS 8–9**Build Your Vocabulary**

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. a | 6. c |
| 2. c | 7. b |
| 3. a | 8. a |
| 4. c | 9. c |
| 5. a | 10. a |

Check Your Understanding: Short Answer

1. Being happy reminds you of other, unhappy things. Answers will vary, but students may suggest that Dicey hasn't had much experience with happiness and does not trust it.
2. He was the embodiment of Thanksgiving: "Thanksgiving made into a single body."
3. Answers may vary. James suggests that families stay home on Thanksgiving. Probably Gram does not like this Ernie and the pressures he puts on Sammy.

4. She celebrates her official adoption of the children.
5. She is reaching out to her grandchildren and the people important to them; she wants these people to know that she is just a regular person.
6. She is not old enough. Students' opinions of her answer will vary.
7. She has received bad news about Momma's condition, and she and Dicey are going to visit her in the hospital.
8. Answers may vary. Mr. Lingerle is proud to be considered a family friend worthy of being entrusted with the children. Mr. Lingerle is nervous around people and does not seem to have many friends, so being accepted is important to him.
9. She is excited about traveling, but she feels guilty for being happy about anything when the news about her mother is bad.
10. Her heart breaks.

Deepen Your Understanding

Answers will vary.

VI. CHAPTERS 10–12

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. b | 6. b |
| 2. c | 7. a |
| 3. a | 8. a |
| 4. c | 9. b |
| 5. c | 10. c |

Check Your Understanding: Short Answer

1. Her family, including Gram, had been too rough for her.
2. They want to reach out to her, even though she won't respond.
3. He says that it is better this way.
4. They each decide that Momma will come home with them and not be buried in Boston.

5. She wants Gram to feel better. Dicey remembers that thinking about her living family helped her feel better while she was shopping.
6. She lets go of Momma, accepting that she is really gone.
7. She felt defeated.
8. Gram had to let go of her pride and accept his gift.
9. She pays the undertaker with the money that Mr. Lingerle has given her.
10. They choose a beautiful, handcarved, wooden box.

Deepen Your Understanding

Answers will vary.

END-OF-BOOK TEST

- | | |
|-------|-------|
| 1. a | 11. a |
| 2. a | 12. a |
| 3. a | 13. c |
| 4. c | 14. c |
| 5. b | 15. c |
| 6. b | 16. b |
| 7. a | 17. b |
| 8. a | 18. b |
| 9. c | 19. c |
| 10. c | 20. b |